

Demonstration Sites

at the University of Washington Haring Center for Inclusive Education

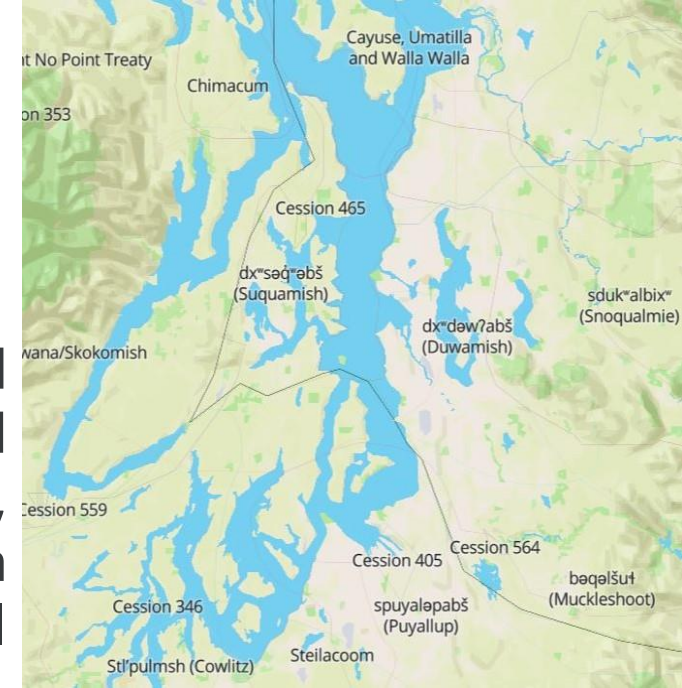
Whitman Elementary School
Spokane Public Schools

UNIVERSITY *of* WASHINGTON
HARING CENTER
FOR INCLUSIVE EDUCATION



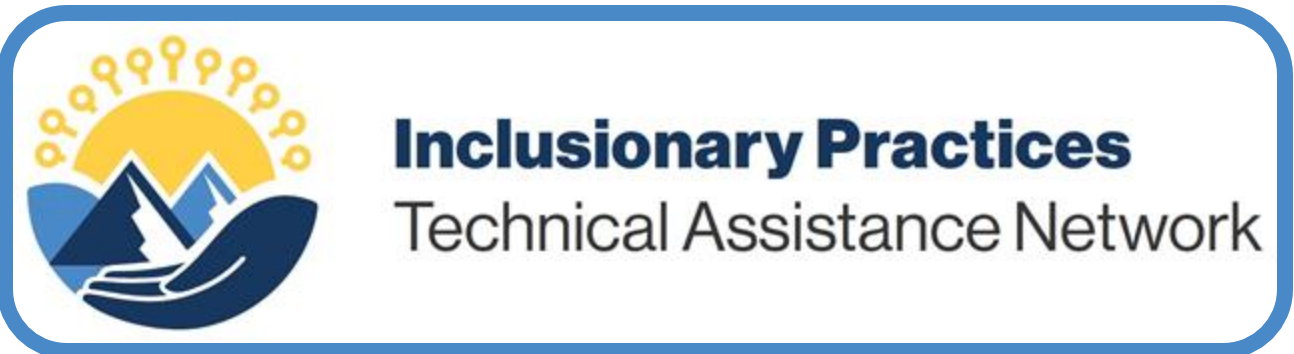
Land Acknowledgement

- University of Washington, acknowledges that we exist on the unceded lands and waters of the **first people of Seattle, Lushootseed speaking Peoples, the Duwamish and Coast Salish people**, “stewards of the land since time immemorial.” We honor with gratitude the land itself and the many Indigenous peoples who still thrive in this place—alive and strong.



- > The University of Washington is committing to support the land acknowledgment above through various actions:
 - At the University of Washington, [wəʔəbʔaltxʷ - Intellectual House](#) is one act of giving back land and an act of commitment to recruit, support, and retain American Indian and Alaska Native students.
 - [The Office of Tribal Relations](#) is located in Seattle and coordinates the government-to-government relationship between the University of Washington and American Indian tribes across Washington state and northwest region.
 - [First Nations at UW](#) is an undergraduate intertribal registered student organization at the University of Washington in Seattle. They host events both on and off campus with the intention of educating the community about Native cultures, spreading awareness of issues affecting the Native community, and upholding our respective customs and traditions.

Inclusionary Practices Technical Assistance Network: Connection, Collaboration and Support



Demonstration Sites at UW Haring Center for Inclusive Education

Fall 2024 - 16 districts; 21 Demo Sites

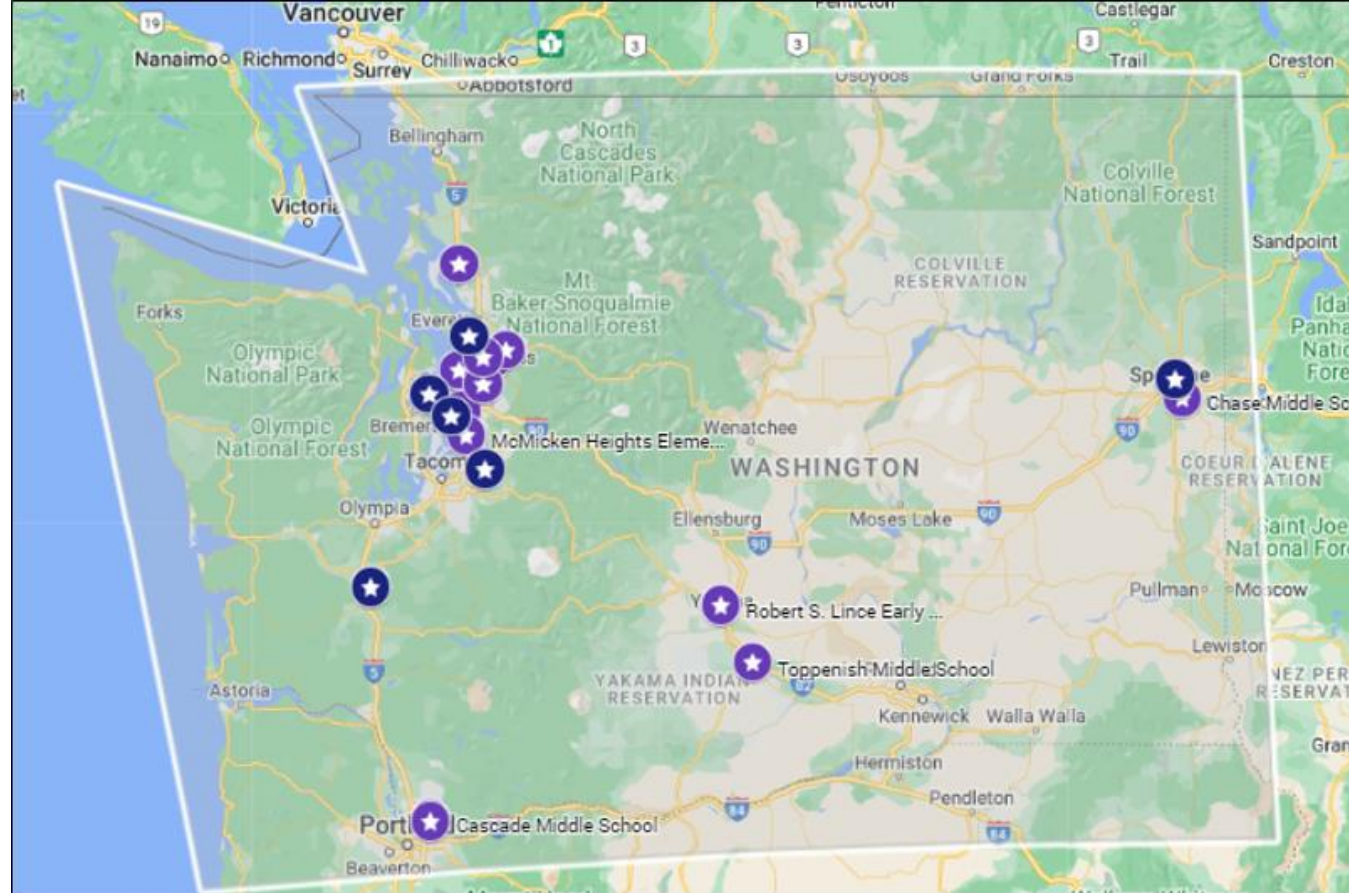


Inclusionary Practices (IP) Demo Sites
○ 10 Districts, 11 Sites



Reducing Restraint and Eliminating Isolation (RREI) Demo Sites
○ 6 Districts, 10 Sites

- Auburn SD
- Bainbridge Island SD
- Centralia SD
- Mukilteo SD
- Seattle PS
- Spokane PS



Demonstration Sites Journey

Each site is on their own inclusive journey.

High leverage moves align to individual school cultures and priorities.

Increasing district scale and sustainability are critical for lasting impacts.

Presenting



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Jody Schmidt
Principal
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9



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A group of approximately 12 children of various ethnicities are standing in a line against a large, colorful rainbow mural painted on a wall. All the children are wearing face masks. The rainbow has distinct bands of purple, blue, green, yellow, orange, and red. The children are dressed in casual clothing like t-shirts, jeans, and dresses. The scene is brightly lit, and the overall mood is positive despite the use of face masks.

The SPS Story



Spokane Public Schools

“Excellence for Everyone through Equity”

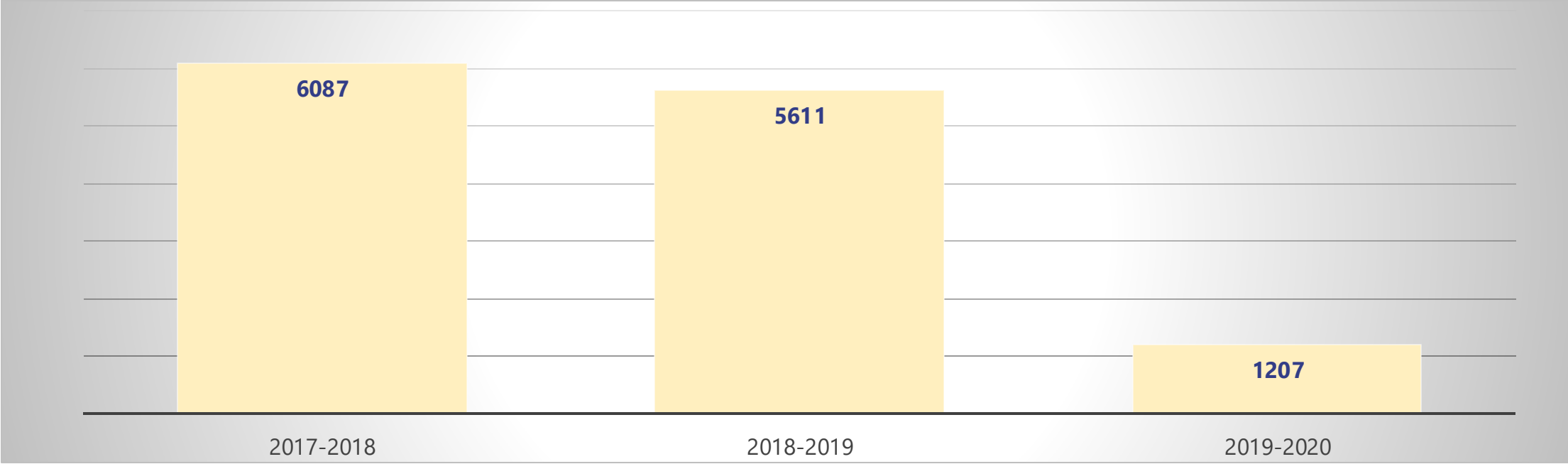
29,000 Students	5,000 Staff members	Second Largest Employer in Spokane Washington
Political Landscape	36% Students of Color	56% Free and Reduced Lunch
18% Special education	3% 504	9.5% ELL



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Spokane Public Schools Incidents of R&I



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2018-2019 School Year *Why This Work Now?*

- Two major incidents involving inappropriate use of Restraint or Isolation
- Parent, and Community Involvement.
- Student safety and emotional health
- We had to do better!



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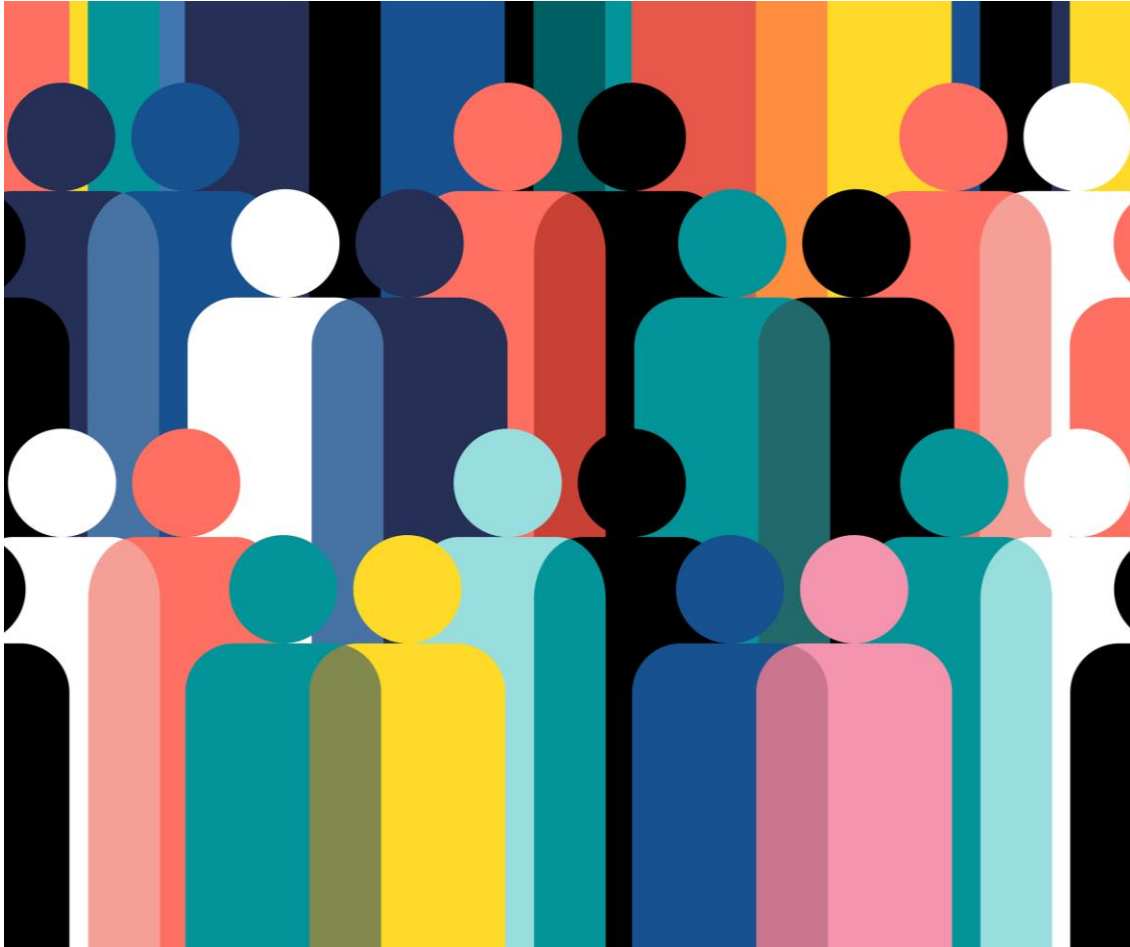


Interagency Collaboration

- Office of Superintendent of Public Instruction (OSPI)
- Disability Rights Washington (DRW)
- Legislative Advocacy
- Spokane Public Schools stepping out ahead



Community and Parent Advocacy



- Superintendents Work Group on Restorative Practices - 2016 to present
- Every Student Counts Alliance
- Disability Rights Washington



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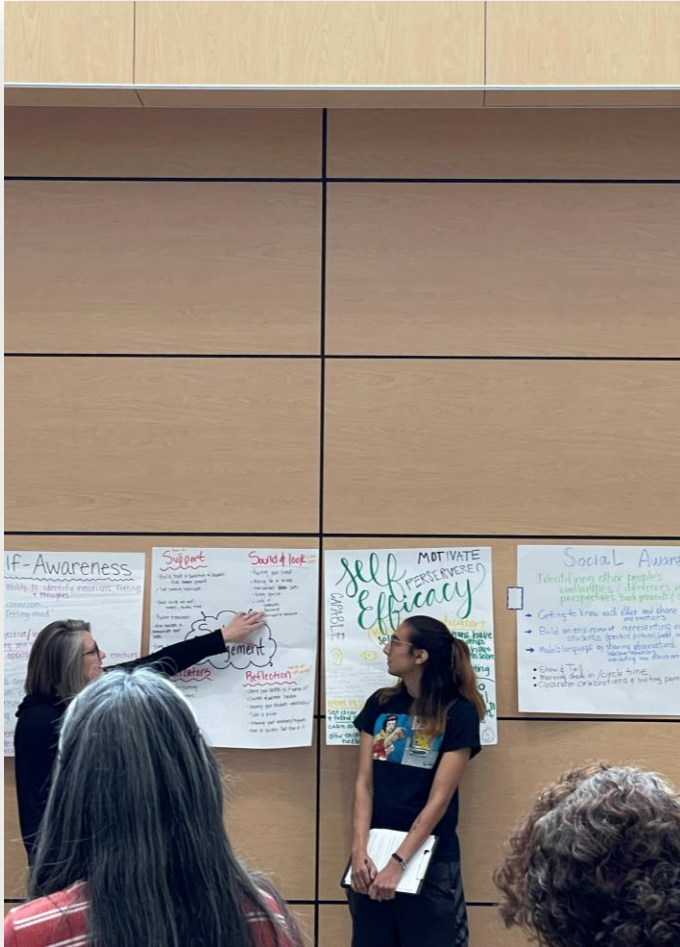


First Steps 2018-2020

- Consulted with the Office of Superintendent of Public Instruction
 - Invest in a Trauma Informed De-Escalation Training
 - Review state and federal law with all staff
 - Provide a copy of the districts Isolation and Restraint Policy during all IEP meetings
 - Add Emergency Response Protocols to IEP's where appropriate
 - Update the districts Isolation and Restraint Reporting form and Letter sent home to families



Leading Change Through Professional Development



- **Initial training focus:**
 - Crisis Prevention Institute (CPI): Nonviolent Crisis Intervention for certificated and classified staff working within Special Education Programs, Support Specialists, Building Administrators
 - Life Space Crisis Intervention- 40 hours of additional training in the science of behavior and verbal de-escalation and repair
- **New and Ongoing training:**
 - CPI - Any staff member who is involved in a restraint incident with a student must be currently certified in CPI. SPS requires yearly re-certification training for all staff. Additional staff groups receiving training: Preschool staff, Campus Safety Specialists, BCBA's
 - Ukeru- Restraint Free Trauma Informed Program (planning level)
 - Training related to newly developed Program Standards
 - Focused training on Functional Behavior Assessments and Behavior Intervention Plans
 - Specially Designed Instruction focus for Special Education teachers
 - Training for paraprofessionals related to Autism and Behavior Principles



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Staffing/Structure Adjustments



- Adjustment to Elementary Behavior Intervention Staffing
 - Students per classroom was reduced from 12-14 to 8-10, while adding additional paraeducator support to each classroom
- Board Certified Behavior Analyst model
- The district consults with outside community partners when needed if a student's level of behavior supports are beyond the scope of the district's current capacity
- Removal of designated isolation rooms and doors from built in rooms.
 - Repurpose spaces in classrooms, add in welcoming break spaces



Placement Decisions

- Multi-Tiered System of Supports process (MTSS)
- Comprehensive evaluations required
- IDEA placement protocols included throughout the process
- Placement now determined by the IEP team



Department of Justice

- November 2020- District notified that the DOJ Civil Rights Division is investigating SPS related to restraint and isolation practices.
- Data Collected spanning 2017- 2022.
- DOJ Determined:
 - *The United States' investigation determined that the District discriminated against students on the basis of disability by denying them equal opportunity to participate in or benefit from the District's education program, see 28 C.F.R. § 35.130(b)(1)(i); using eligibility criteria that effectively subject students with disabilities to discrimination, see 28 C.F.R. § 35.130(b)(8); and failing to make reasonable modifications to avoid disability discrimination in the District's program, see 28 C.F.R. § 35.130(b)(7). Specifically, the United States concluded that the District improperly isolated and restrained students with disabilities and failed to use appropriate behavior interventions.*



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Settlement Agreement

Prohibit discrimination based on disability.

Hire a fulltime Intervention Coordinator dedicated to overseeing the settlement agreement.

Develop Classroom Behavior Management Plans for **Special Programs**.

Prohibit the use of Isolation.

Prohibit the use of Restraint unless there is imminent likelihood of serious harm.

Increase documenting and monitoring procedures.

All Behavior Intervention Plans must be function based.

Develop a complaint procedure for all stakeholders to report misuse of restraint and or isolation.

Additional reporting procedures to parents and guardians.

Compensatory Education and Counseling

Mandatory Training for staff.

Enforcement by the DOJ through the 2025-2026 SY.



Updated Policy and Procedure



Removed Use of other Reasonable Force- Per discussions with the DOJ other reasonable force would meet the definition of restraint.



Definition of Isolation includes specific conditions along with a statement of prohibition.



Use of Restraint includes additional specific language to clearly define when a restraint can occur and the procedure that needs to be followed.



Additional reporting details were added.



Added language referencing requirements for training.



Created an Appendix at the end that includes State and Federal regulations, including actions that are prohibited by State and Federal law.



Addition of Room Clear definition- Clearly defines when a room clear would occur, conditions that must be followed, and communication with parents/guardians.



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Reporting Changes

- Improved isolation and restraint reporting form and procedures to include:
 - Notification to parents, and the district
 - Follow up with all stakeholders including the student, staff, parents
 - More information related to de-escalation and overall incident documentation
 - Discussion around how to prevent the need for restraint in the future
 - Student Wellness Check



Financial Impact - Increases from 2017-18 to 2023-2024

Behavior Intervention Teachers	Behavior Intervention Paraeducators	Total Special Education Budget
13%	19%	38%

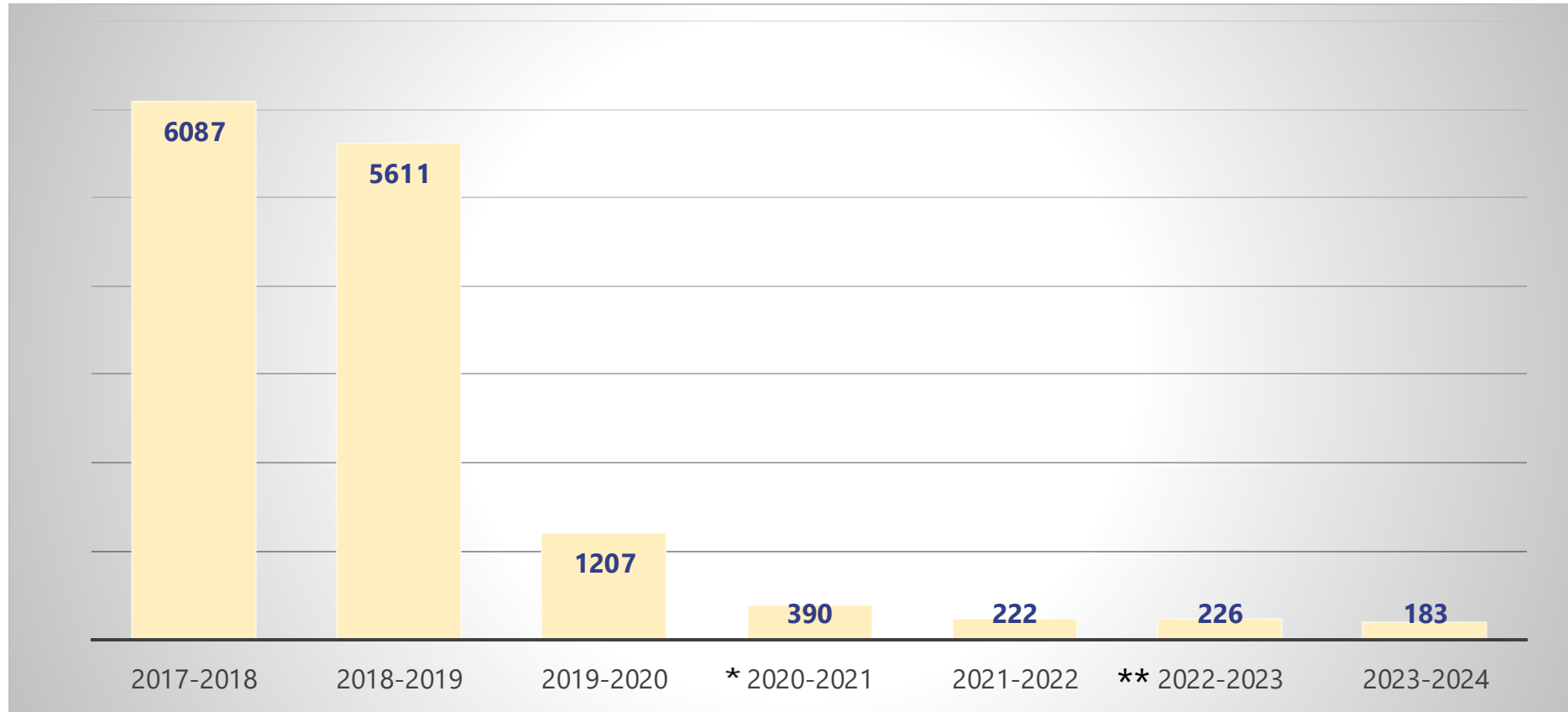
Funding Sources: Special Education, Local Levy, ESSER



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Spokane Public Schools Incidents of R&I



*2020-2021 – Removed designated isolation rooms and doors off built in rooms

** April 2023 Isolation prohibited across Spokane Public Schools



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Resources

- [SPS Policy 3246 Restraint and Isolation](#)
- [SPS Procedure 3246 Restraint and Isolation](#)
- [Crisis Prevention Institute](#)
- [Ukeru](#)
- [Life Space Crisis Intervention](#)
- [OSPI Restraint and Isolation](#)
- [Crisis Response Workgroup Legislative Report](#)
- [SPS Settlement Agreement with the Department of Justice](#)

Contact Information

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WHITMAN ELEMENTARY SCHOOL

364 Students

60 Staff members

Special Program:
Social Pragmatic

Title 1 Building

14% McKinney
Vento Services

86% Free and
Reduced Lunch

21% Special
Education Services

3% 504

15% MLL



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Certificated Staffing Break Down

Basic Staffing:

- 18 General Education
- 1 Social-Pragmatic
- 1 Preschool Program
- 1 Resource Teacher
- 1 Speech Therapist
- 0.6 School Psychologist
- 4.5 Specialists
(Health/Fitness, Music,
Science, Library, Art)

Title 1 Funded Staff:

- 2.5 Intervention Teachers
- 1 Instructional Coach
- 1 MTSS Support Specialist
- 1 Counselor

Axillary Services:

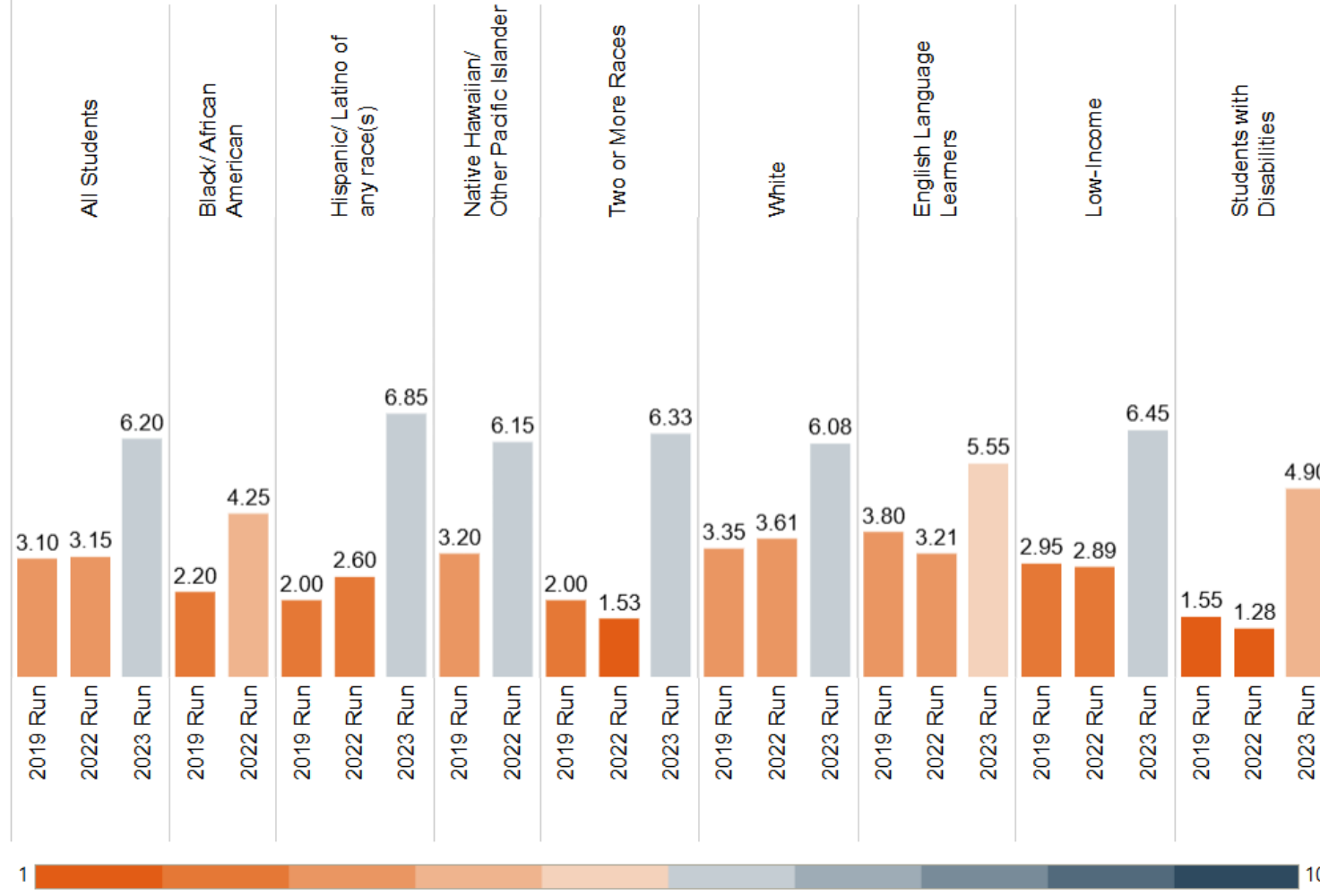
- Vision Support (1 day a week)
- Occupational Therapy (1 day a week)
- Physical Therapy (1 day a week)
- Mental Health Therapist (full time)



Academically Why

Whitman Elementary

Overall Framework Score by Student Group



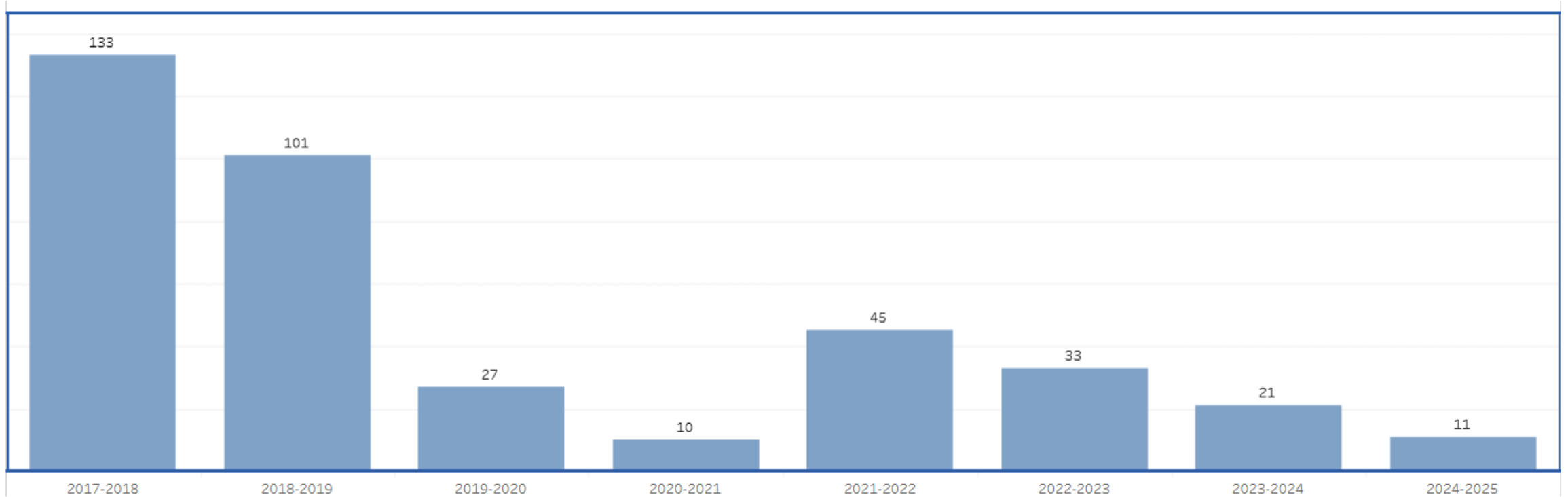
Washington School
Improvement Framework -
OSPI



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Behaviorally Why



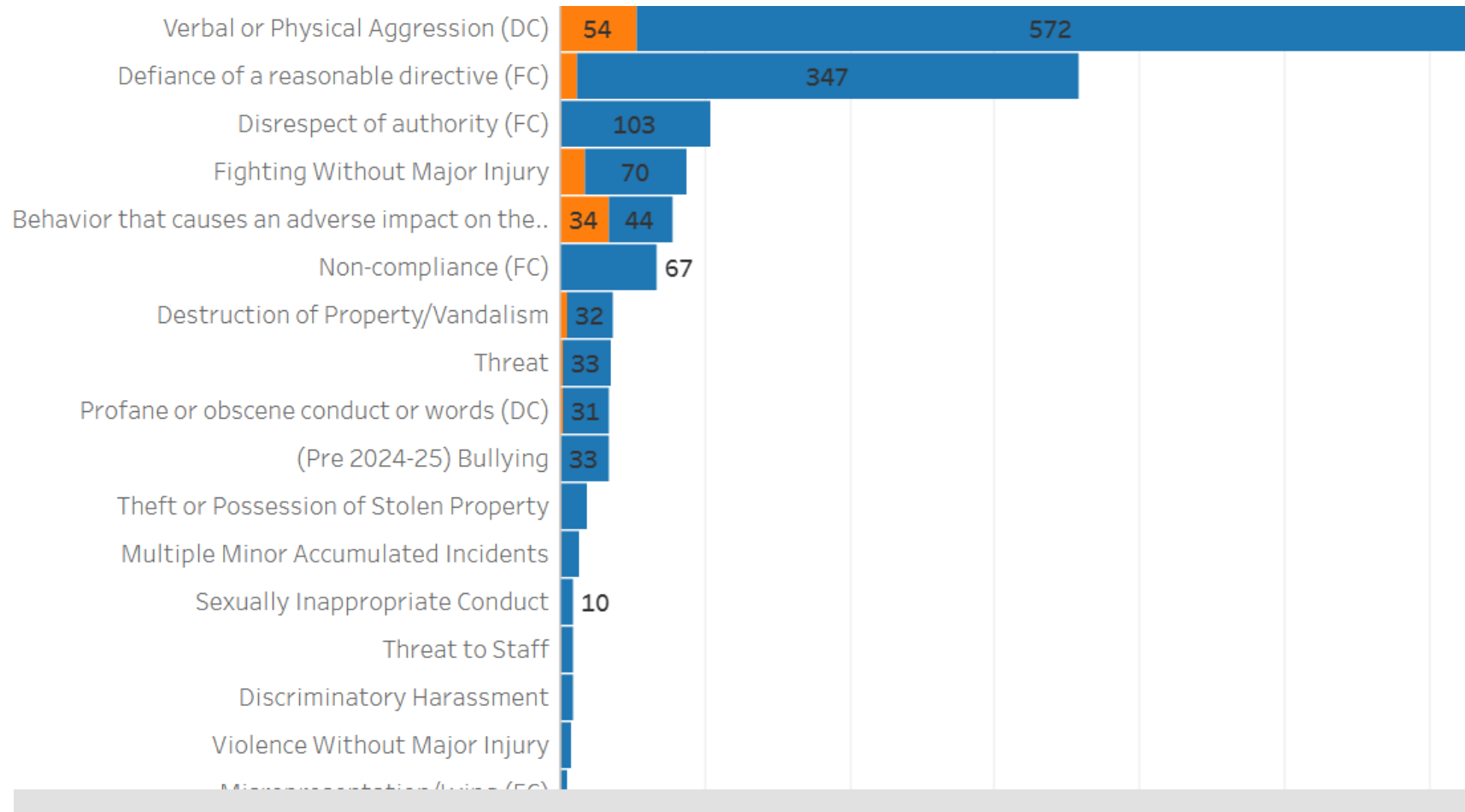
All Students - Exclusionary Data



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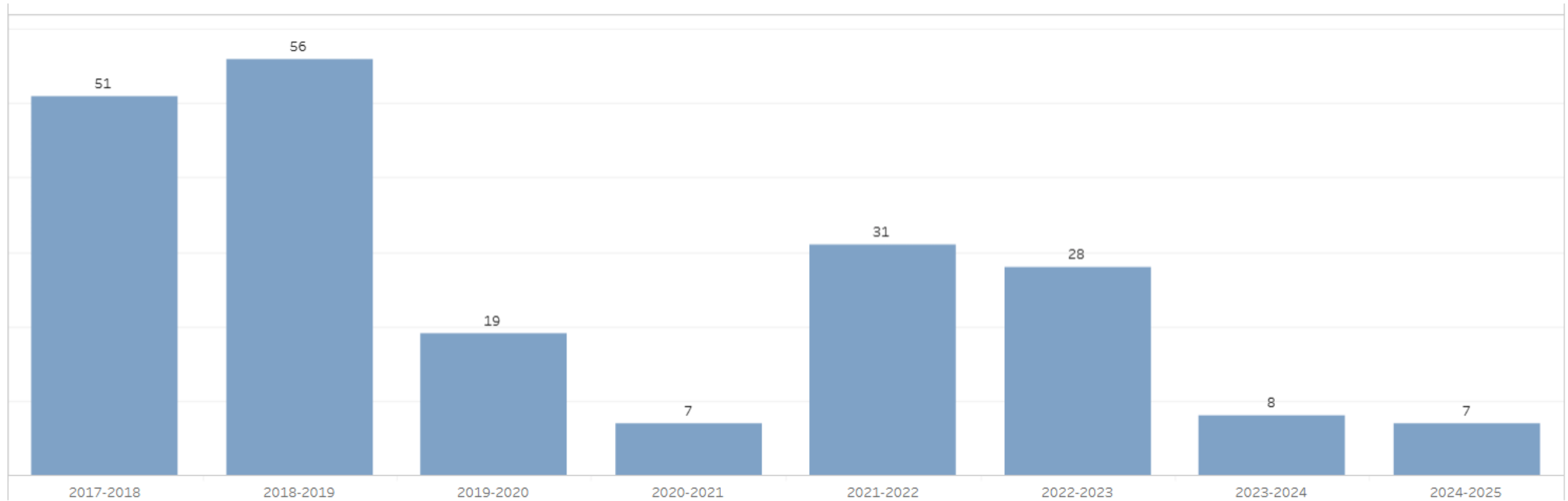
2017-2018 School Year



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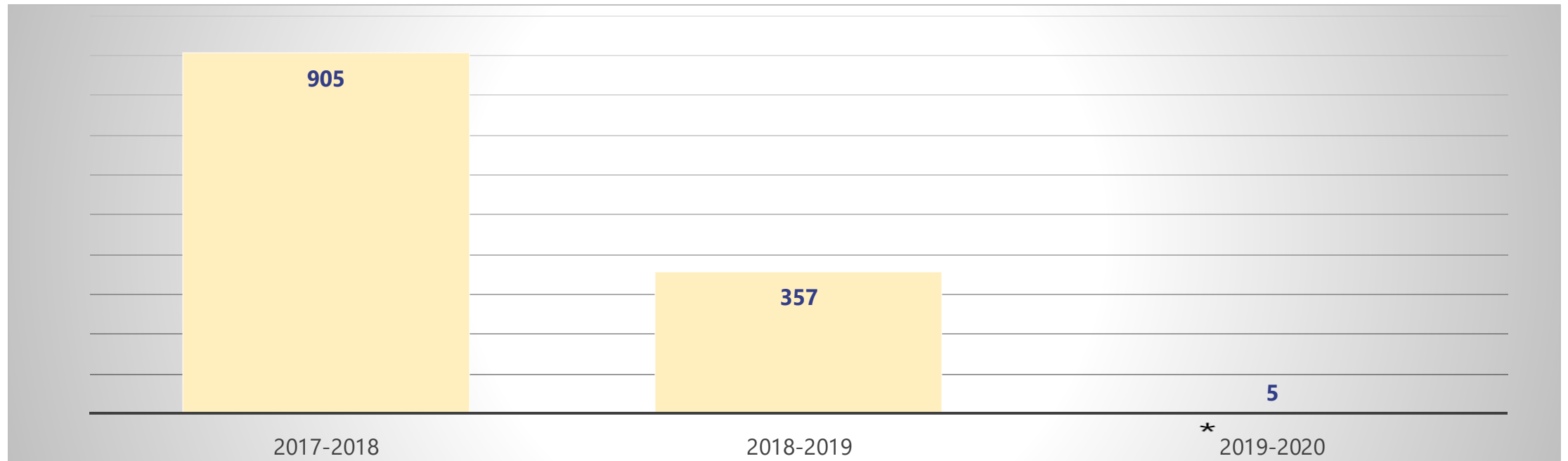
Special Education Students - Exclusionary Data



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Whitman Elementary School Incidents of R&I



*2019/2020 – Removed designated isolation rooms (1 year before the rest of the district)

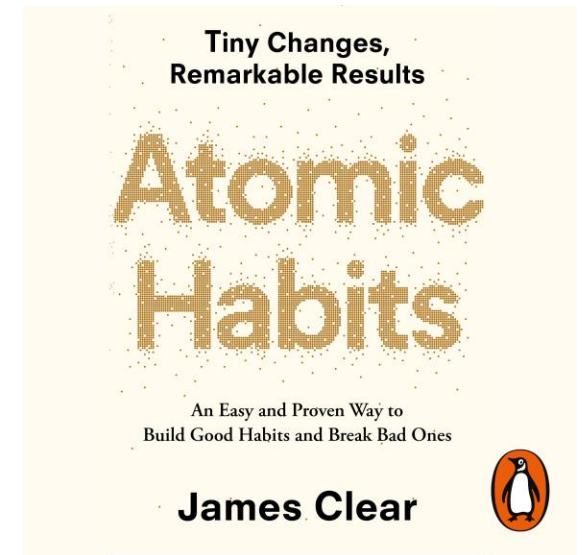


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Building from the Foundation Up

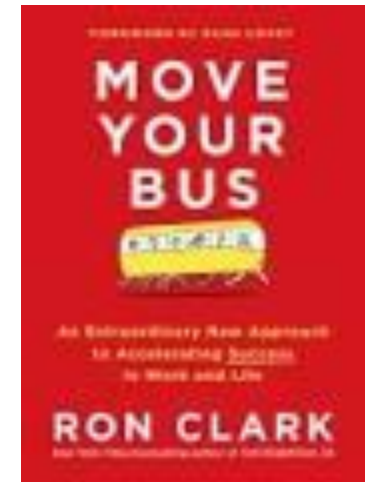
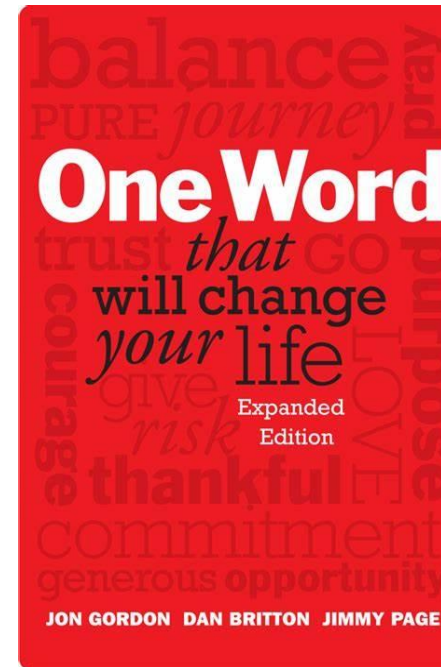
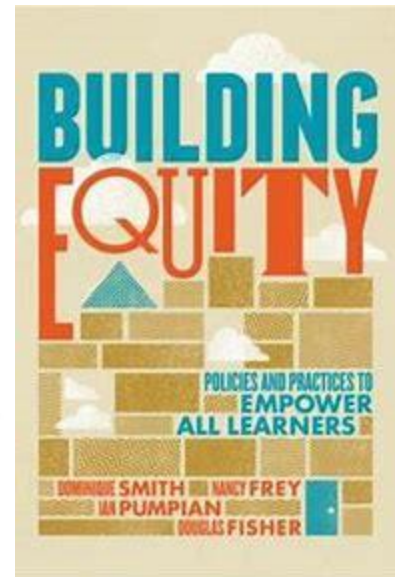
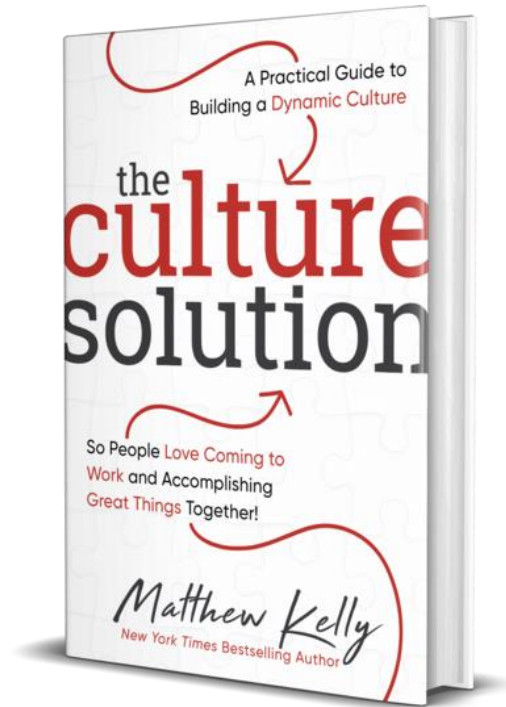
“You do not rise to the level of your goals. You fall to the level of your systems. Your goal is your desired outcome. Your system is the collection of daily habits that will get you there. This year, spend less time focusing on the habits that precede the results.” Atomic Habits



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Reading, Listening, and Finding the Answer



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Aligning our Practices – Direct the Arrows



Trust...Culture...Expectations



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Creating a Culture of Success

- Our Foundation – Are we grounded in a Mindset of High Expectations? (Culture)
- Data – Are we consistently digging into data? (Instruction)
- Consistency - Are we all consistent in our approach behaviorally and academically?(MTSS)

Where do we start?



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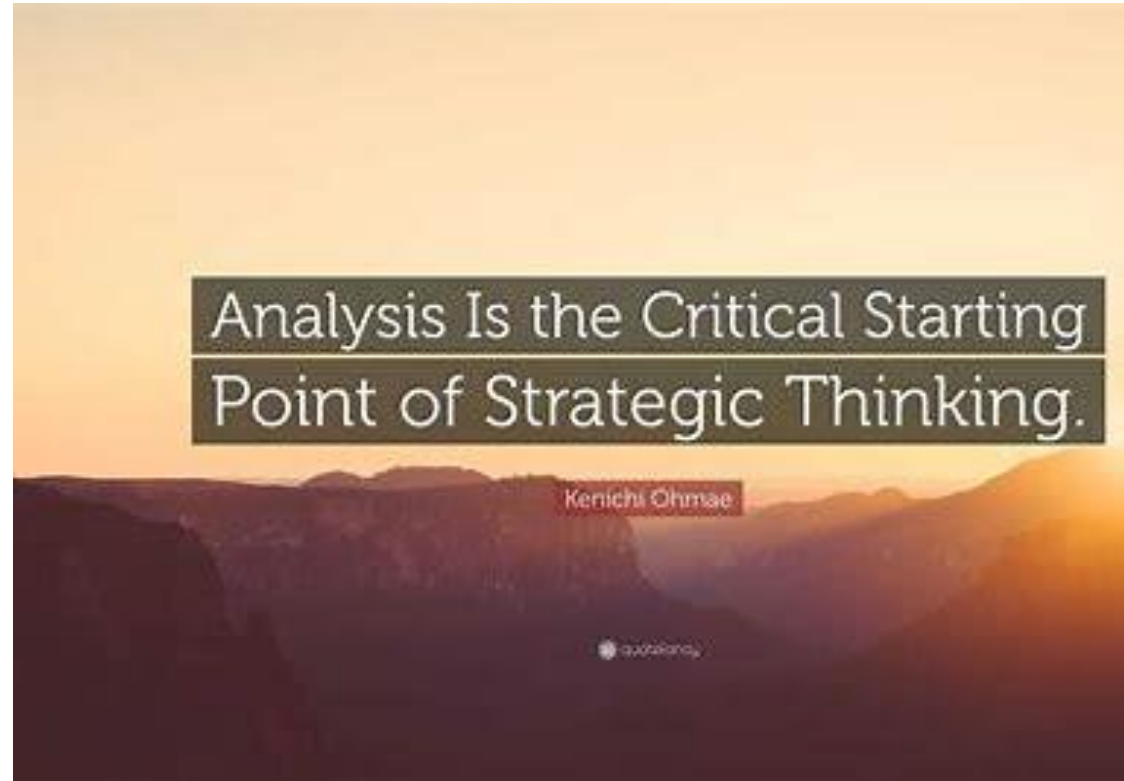
What Would Be Our Motto?

We are Family. Be Bold. Be Courageous. Be a
Wildcat

Dream It... **Believe It**...Achieve It...

Dig Into Data - What is the issue?

- Discipline
- Reading
- Math
- Writing



The Power of Collective Teacher Efficacy

The collective belief of teachers in their ability to positively affect students

This single strategy has the potential to accelerate learning by 2-3 years in a single year (1.34 effect size)

This is why PLC's/Achievement Teams became part of our story



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Creating Consistent Approaches by using Human Capital in different ways

- What is our **belief** about systems and structures?
- How do we design schedules that impact students' access to **core instruction** and provide quality targeted intervention?
- How will we be the most **strategic with collaboration between all staff?**
- How do we design instruction and SEL support that has **high leverage** results?



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Journey: Integrating behavior and academic supports

What does it look like **academically**?

Systems and Structures

- Reimagine **inclusion** using scheduling
- **Align common planning** using instructional coach support
- Align instruction using **Workshop Model**

Collaboration

- Develop a robust **MTSS framework**
- Use of **data** to create strategic interventions
- **Achievement Team** model

Align our Practices with High Leverage Strategies

- Dig into research and strategies that have a high-yield effect Size (**Hattie's Work**)

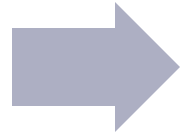


Journey: Integrating behavior and academic supports

What does it look like **behaviorally**?

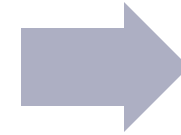
Systems and Structures

- Reimagine inclusion using scheduling
- **Soft Landing** to create a sense of belonging
- **Buddy Rooms** as a common structure that creates consistency for all students



Collaboration

- Create a Student Support Team using protocols and **data as part of MTSS**
- Create **Achievement Teams** using data



Align our Practices with High Leverage Strategies

- Dig into research and strategies that have a high-yield effect size (**Hattie's Work**)
- **Cycle of Professional Development** with Monthly focus



Climate First. Learning Second. Achievement Third

"School Climate starts with expectations. We tend to get what we expect. When we expect greatness, we are more likely to achieve it. And when we expect mediocrity, we are specifically effective in realizing low levels of learning." *The Illustrated Guide to Visible Learning*

Social-Emotional Strategies	Academic Strategies
Soft Landing Sense of Belonging (.46) Teacher-Student Relationships (.62)	Workshop Model Organization of Instruction (.64)
Transitions and Peaceful Pauses	Small Group (.45)
Regulation Stations	Learning Intentions (.88)
Buddy Room	Success Criteria (.62)
School Expectations and Matrix (.88) Teacher Expectations high for all (.90)	Instructional Strategies with purpose (.83)
MTSS Framework	Reflect on Learning (.75) /Feedback(.51)/Celebrating Success



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Inclusionary Practice #1

Soft Landing

Purpose: To create a culture of high expectations using strategies that impact a **Sense of Belonging**

4 and 1 More

- Warm Greeting
- Mood Meter
- Neutralizing Activity
- Morning Message
- Mindful Minute/Peaceful Pause



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Inclusionary Practice #2

Workshop Model

Purpose: Instructional Systems that yield **accelerated learning or impact growth**

- Small Group using collaboration and strategic intervention
- Learning intentions and success criteria
- Intentional instructional strategies with teacher clarity and purpose
- Reflection on learning/feedback/celebration



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Inclusionary Practice #3

Buddy Rooms

Purpose: Create a collaborative culture that creates a **sense of belonging with connection**

- Makerspace to practice soft skills
- Connection to provide learning opportunities
- Promote use of strategies to regulate emotions
- Create a sense of family



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Layered Systems and Structures for Instruction-MTSS Framework

Tier 1

- Workshop Model
- Achievement Team/PLC
- Common Assessment

Tier 2

- Workshop Model with targeted support by teacher
- Achievement Team with targeted data to create instruction
- Assessment that is targeted for students

Tier 3

- Workshop/Coaching Model
- In-class intervention by team of teachers
- Targeted assessment for standards



Layered Systems and Structures for Behavior-MTSS Framework

Tier 1

- Focus Assembly
- Soft Landing
- Buddy Rooms
- Matrix and Flowchart

Tier 2

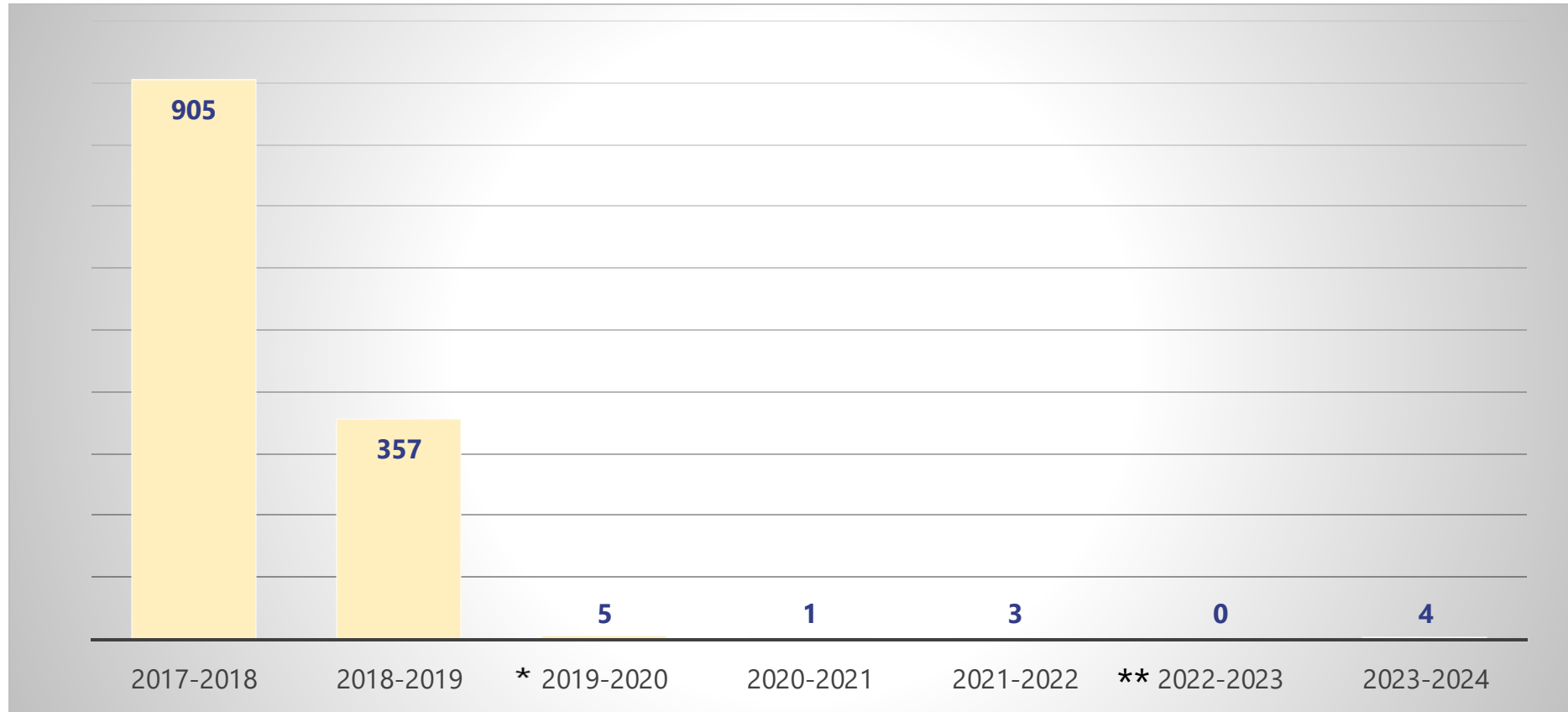
- Soft Landing-Check In/Check Out
- Buddy Rooms-Break space both positive and refocus
- Preventative Social Groups

Tier 3

- Soft Landing-attendance check/goal setting
- Buddy Room-connected to plan and incentives
- Target Groups



Whitman Elementary Incidents of R&I



*2019/2020 – Removed designated isolation rooms (1 year before the rest of the district)

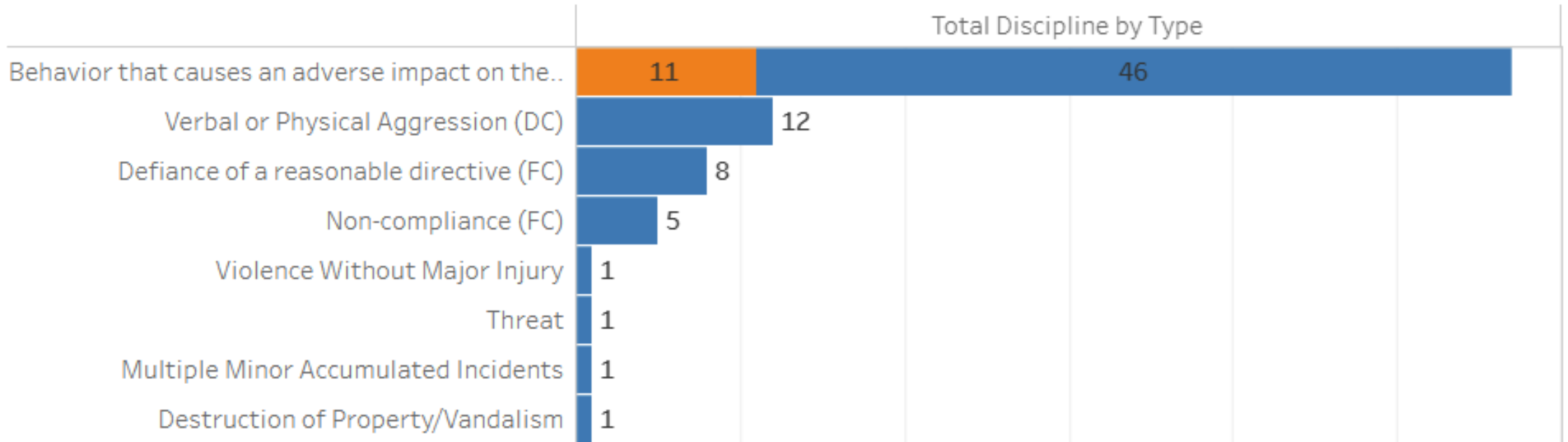
** April 2023 Isolation prohibited across Spokane Public Schools



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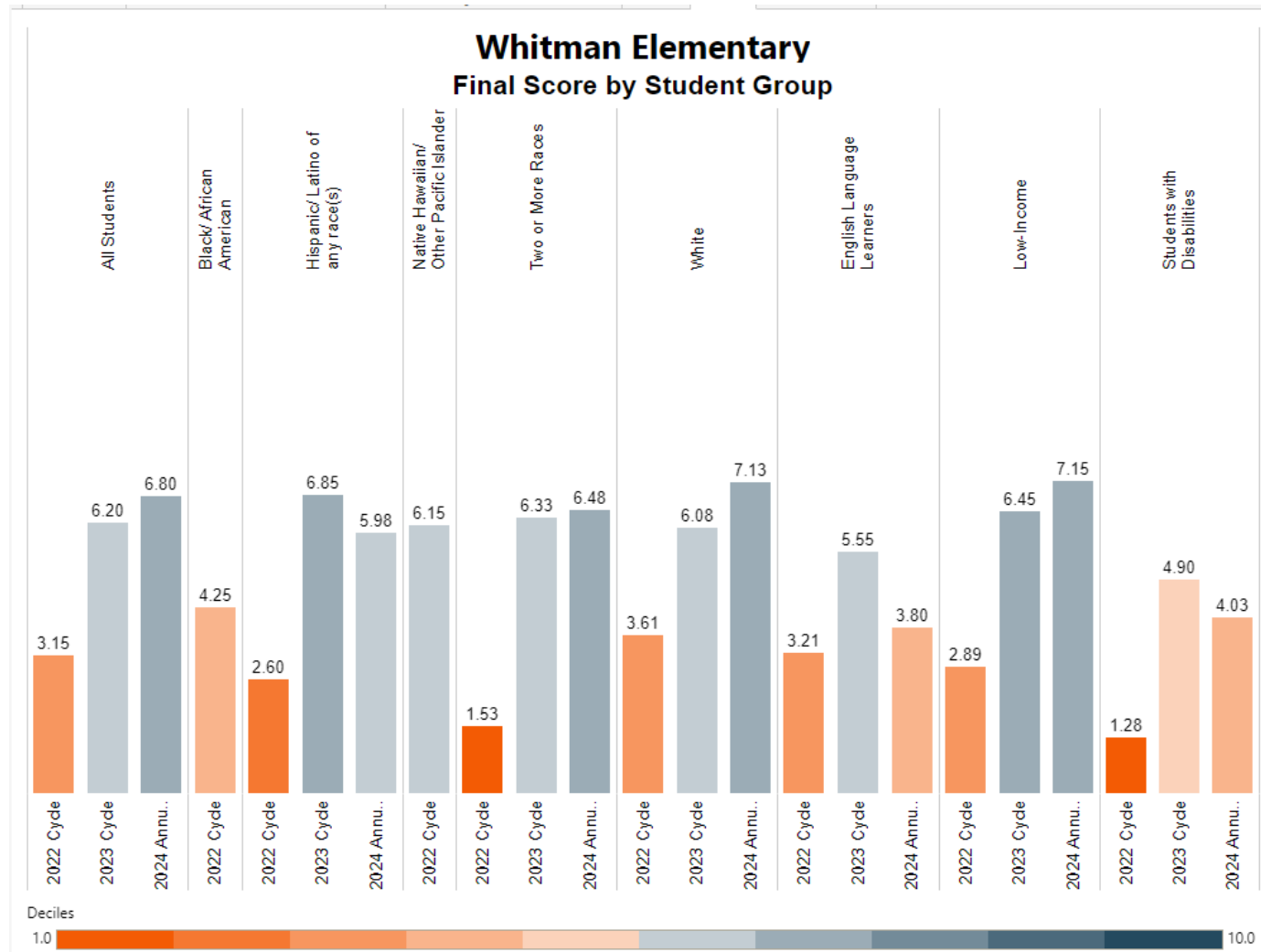


Current School Year-Discipline



2024 Spring SBA Data

Where we are now...



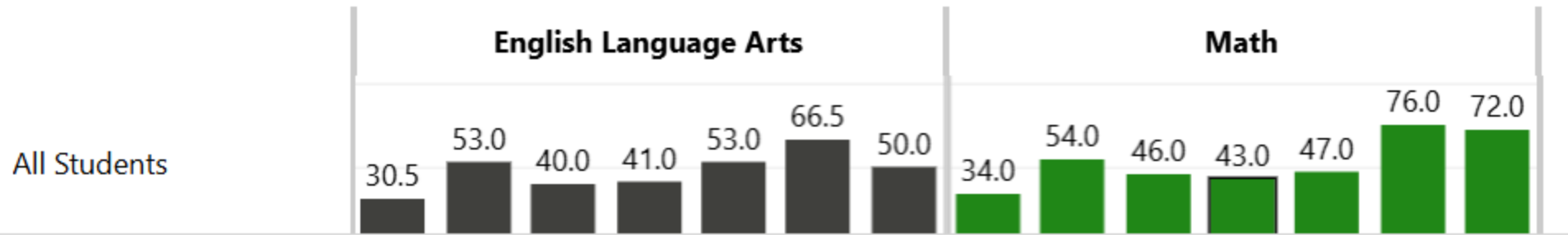
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Growth Over time

Whitman Elementary

All Students



All Students



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Continuous Improvement

Subgroups of students-SPED/two or more races
Literacy connected to writing
Attendance
Core Instruction with Engagement

Successes

Growth Data increase
and Discipline Data
decrease

Overall downward trend
of restraints and
prohibition of isolation

Whitman's Growth Steps

Learning Labs with
intentional strategies to
close gaps

Neuro diverse
experiences tied to
inclusion for programs

SPS's Growth Steps

Behavioral Health
Workgroup –
re-envisioning our
behavior interventions

Focus on MTSS
Framework both district
and building level



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Thank Whitman ES & Spokane PS



Resources and Artifacts

- IPP Demo Sites Website
 - ippdemosites.org
- **Whitman Elementary School**
 - [Demo site webpage](#)
- **Spokane Public Schools**
 - [Spokane School District](#)
- Inclusionary Practices Resources
 - <https://ippdemosites.org/resources-artifacts/>



Demo Sites Website

Demonstration Sites at UW Haring Center for Inclusive Education

For more information and resources:
<https://ippdemosites.org/>

- School recordings
- School artifacts
- Inclusive resources
- Tip sheets

